

Nurturing Young Writers in Every Content Area: Dispositions, Process, and the Six Traits

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Essential Questions:

- As teachers, are we responsible for creating functional writers or helping children *become* writers?
- How do we effectively support writers as they enrich their dispositions, leverage the writing process, and hone writer's craft? How will we know when we are doing this?

What are YOUR essential questions?

Agenda:

- Defining our guiding questions about writing instruction
- Understanding and nurturing a writer's dispositions
- Strategies for supporting the writing process and craft across the curriculum
- Connecting dispositions, process, and craft: planning a year, planning a unit
- Approaching assessment
- Quality feedback
- Rethinking rubrics

Please review the proposed agenda. What needs, questions, or concerns emerge? How can I make this day more meaningful for you?

RESOURCES TO SUPPORT YOUR STUDY OF WRITER'S CRAFT

NWREL Home Page

<http://educationnorthwest.org/resource/949>

This is the launch-pad for the traits and home to a wealth of resources.

Scoring Rubrics

<http://educationnorthwest.org/resource/464>

Rubrics are available here in a variety of formats.

6+1 Traits Scored Samples

http://apps.educationnorthwest.org/traits/scoring_examples.php

This is a searchable database of samples by grade and performance level.

6+1 Traits Scoring Practice

http://apps.educationnorthwest.org/traits/scoring_practice.php

This page provides un-scored samples that you may use to practice scoring with.

Posters

<http://tinyurl.com/cgbfqz>

These were created by teachers for use in classrooms. Free download.

Writing Fix

<http://writingfix.com>

This website provides the most comprehensive database of writing resources, lesson plans, mentor-texts, and student samples on the net. Scroll through the sidebar to access a wealth of 6+1 Traits materials.

Teaching That Makes Sense

<http://www.ttms.org>

Steve Peha provides numerous high-quality downloads that support instruction and assessment around the writing process and the 6+1 Traits in all content areas.

WNY Education Associates Blog

<http://www.angelastockman.com/blog>

My blog provides added support to the teachers and administrators that I train and coach. In fact, most of my posts are written in response to requests from the local people I work with each week. If you would like me to craft one in response to something you're interested in, just leave a comment there or email me.

What other resources would support your work as a teacher of writing?

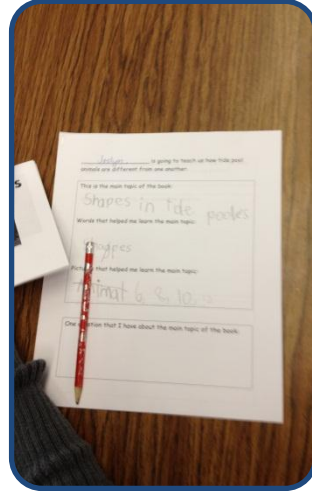
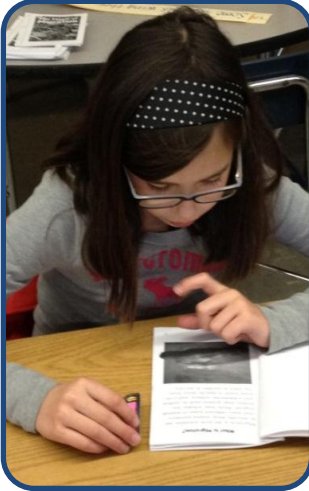
Powerful Writers Embody Distinct Dispositions

Work with a group to explore and then define one of the six Dispositions of Practice that powerful writers possess. Use the following resources to deepen your understanding of this Disposition, and complete the chart provided on the following page as you prepare to share your insights with all of us.

Resources:

- The rubric for your assigned Disposition. Rubrics are located on pages 4-13 in this handout.
- The memory box relevant to your assigned Disposition, which will be given to you.

Disposition: _____



Learning...

Behavior...

Work...

EXPLORING HOW THE DISPOSITIONS OF PRACTICE INFLUENCE THE WORK OF WRITERS

Writers Strive to Understand

- They are curious about what it means to be a writer or to create good writing
- They develop questions about these ideas and work hard to find answers to them
- They talk with others about their curiosities and discoveries
- They do research to learn more

Writers who strive to understand show this through their...	Beginning	Developing	Deepening	Embodying
Learning	<p>Writes in order to complete an assignment</p> <p>Asks questions to clarify directions and expectations around particular assignments</p> <p>Understanding of what it means to be a writer or to create good writing is defined by the teacher and/or grades received on finished products</p>	<p>Writes in order to improve craft, invites peer-review, edits work and makes minor revisions</p> <p>Asks questions to develop an understanding of what good writing is and what good writers do</p> <p>Studies what it means to be a writer and what good writing is, when prompted to by a teacher and/or in order to improve grades</p>	<p>Writes in order to grow as a writer, which improves craft. Revisits certain phases of the writing process in order to make meaningful revisions</p> <p>Asks specific questions that address unique curiosities. Deepening understandings lead to more questions.</p> <p>Studies what it means to be a writer and what good writing is in order to contribute to discussions and support the work of self and others</p>	<p>Examines writing of self and others in order to re-examine and revise previous assumptions about what it means to be a writer or produce good writing</p> <p>Ask questions that highlight gaps in understandings about writing or what it means to be a writer</p> <p>Seeks new information about what good writing is and what it may mean to be a writer. Uses what is learned to improve the work of self and others</p>

Behavior	<p>Agrees that there is much to learn and understand, but spends little time discovering it</p> <p>Criticizes writing and learning based on assumptions and/or misinformation</p>	<p>Studies ideas and information about writing when asked, but isn't ready to apply to own work</p> <p>Is willing to consider different perspectives and the expertise of others</p>	<p>Studies new information and ideas about writing in order to grow as a writer</p> <p>Writer is able to support own beliefs with evidence and remain open and flexible to new ones</p>	<p>Asks others to share their perspectives and understandings and seeks new ideas in order to revise own</p> <p>Promotes own perspectives and beliefs and encourages others to do the same</p>
Work	Relies upon the teacher to provide writing/learning opportunities, structures, process, and strategies	Relies upon new knowledge of the writing process, dispositions, and writer's craft to create unique work	Studies work to define and meet goals as a writer.	Uses writer's process, craft, and dispositions to define new challenges and generate new questions for study

Writers Strive to Persevere

- They take their time as they move through the writer’s process, reflecting for a period of time before rushing to finish their work.
- They do not publish their work until it is the best that it can be.

Writers who strive to persevere show this through their....	Beginning	Developing	Deepening	Embodying
Learning	<p>Believes that they do not need to reflect or revise work—it is fine “as-is”</p> <p>Is constantly distracted by other interests or tasks</p>	<p>Willing to consider minor revisions of work</p> <p>Listens to suggestions or feedback from others only when required to</p>	<p>Asks those they are closest to to provide them general feedback about how work can be improved.</p> <p>Discusses ways to revise or improve work with others and focuses on improving what is easiest</p>	<p>Asks various people to provide specific kinds of feedback on their work and considers unsolicited feedback that might help them grow</p> <p>Participates in debate and conversations about writing process, craft, and dispositions.</p>
Behavior	<p>Focuses on getting tasks finished quickly and is frustrated when asked to revise</p> <p>Uses time provided for revision to do other things</p>	<p>Recognizes areas in need of revision and makes changes in order to get the work done</p> <p>Final revisions are made only during time provided by those expecting revision</p>	<p>Will eagerly revise work in order to meet expectations of others or get a good grade</p> <p>Makes time to revise thinking, work, and process in order to correct perceived problems</p>	<p>Eagerly revises work, thinking, and process in order to reach highest standards, as a means of satisfying self and audience</p> <p>Shares revised work, thinking, and process in order to gain additional feedback. Publication is seen as an opportunity to connect with others, which may inspire further</p>

				revision of thought and work as well
Work	The end product is nearly the same as the final draft	The end product is well-edited, but substantial changes in content or craft aren't approached	Revises thinking, process, and end-product in order to correct perceived problems	Revisions are purposeful and reveal significant growth in writer's craft, process, and end-product

Writers Strive to be Courageous

- They are willing to discuss things that make them uncomfortable in appropriate ways.
- They are willing to feel the discomfort that comes with needing to change, learn, and grow.
- They seek out new responsibilities and challenges.
- They don't give up when writing process becomes hard.

Writers who strive to be courageous show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Is reluctant to share beliefs, concerns, questions, or work.	Shares beliefs, concerns, questions, or work only when required to or when others have done so first Participates in planned discussions and conversations only by agreeing or disagreeing	Shares and acts on beliefs and values and shares concerns, questions, and work openly Participates in conversations and is willing to ask questions that reveal a lack of understanding	Shares values, beliefs, and assumptions in order to provoke debate Asks questions to reveal own limitations and help others do the same. Is willing to appropriately raise issues that may make others uncomfortable
Behavior	Avoids people who appear to be unlike him/her or from activities that might challenge perceptions and assumptions Avoids sharing own work or makes apologies for work Looks to the	Listens to those who appear to be unlike him/her and attends activities that may challenge perceptions and assumptions, but does not take part in conversation or work Shares work only after others have Seeks guidance from the teacher in	Participates in conversations and activities that challenge beliefs, values, ideas, and work Shares completed and unfinished work when asked Relies on growing	Chooses to share beliefs, values, ideas, and work with those who appear to be unlike him/her in order to learn and grow as a writer Shares work and ideas at all stages of development Continues to grow

	teacher for all assignments, answers, and processes	order to please him/her and “write right”	expertise to guide decisions as a writer and resolve the problems that arise	as a writer and to support others in their growth even if doing so creates conflict
Work	Writes in ways that are expected, in order to get a good grade.	Attempts new processes and types of writing because it is expected.	Writes in ways that inspire others think deeply about what good writing is or what good writers do	Seeks new challenges and roles in order to remain energized and to inspire new ideas

Writers Strive to Reflect on What They Do

- They share their thinking and their work in order to evaluate it
- They set goals in order to assess their own progress and understand themselves
- They produce new work that is the result of what they've learned from previous work

Writers who strive to reflect on what they do show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Reflects on writing, thinking, and growth only when provided questions or prompts Speaks in a guarded way when responding	Assesses own writing only during formal activities Speaks openly about writing and thinking	Speaks thoughtfully about the meaning and value of their writing, thinking, and learning on a regular basis with various people Connects discoveries to possible actions	Asks questions about their writing, process, and thinking continuously Speaks about the effect that reflection has on work
Behavior	Sets goals that are too big or too narrow Recognizes a connection between reflection and quality of work, but struggles to set meaningful goals that lead to improved craft or process	Goals are not linked to unique needs or purposes as a writer Identifies general strengths and weaknesses in work only. Considers possible actions that may lead to improved craft or process	Sets thoughtful and realistic goals Acts to meet these goals and improve craft, process, and end-products	Is strategic in goal setting Assesses craft, writing, and process in terms of how it effects self and others Considers intended and unintended consequences
Work	Is aware that certain patterns and trends exist in every writer's craft, process, and end-products	Recognizes specific patterns and trends in their own craft and process when pointed out	Searches for patterns and trends in their own craft and process in order to assess effect on writing, audience, growth	Sets goals in response to patterns and trends noted in their own craft and process

Writers Strive to Develop Their Expertise

- They grow and shape their knowledge and their skills as writers
- They share what they are learning and what they know with other writers in order to help them grow as writers
- They consider the needs of their audiences and their community and work to meet them

Writers who strive to develop their expertise show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Relies on existing knowledge and skills and will seek new information when assigned a topic or area of focus	Adds to existing knowledge and skills by seeking new information related to personal interests	Participates in research to answer questions and deepen understandings about writer's craft, process, or dispositions	Participates in individual and collaborative learning to grow the understandings and skills of the larger community as well as their own
Behavior	<p>Recognizes that learning is needed in order to grow as a writer</p> <p>Dreads the idea of sharing their writing, learning, or knowledge</p> <p>Hesitates to acknowledge learning or expertise</p>	<p>Takes steps to learn and grow, but only during specific time periods</p> <p>Approaches sharing of writing, learning, and knowledge as a burden or obligation</p> <p>Acknowledges learning and expertise with peers when prompted</p>	<p>Sees self primarily as a learner and struggles to define expertise that can be shared.</p> <p>Approaches sharing of writing, learning, and knowledge as a responsibility</p> <p>Will share learning and expertise with those who share similar interests or are pursuing similar questions</p>	<p>Recognizes and shares own expertise but is aware of limits and continually seeks additional learning</p> <p>Is personally motivated to share writing, learning, and knowledge</p> <p>Takes steps to share learning and expertise with others within and beyond classroom setting</p>
Work	Work is motivated by own interests and needs as a writer	Is aware that the interests and needs of others may connect to their own writing, learning, and work	Addresses the needs of others through their own writing, learning, and work	Connects their own interests and work with the needs of others and the community

	Completes required learning activities	Participates when invited to learn in various settings	Invites others to join them in learning relevant to common interests and needs	Creates learning opportunities that deepen their own work and that of others'
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Writers Strive to Cooperate and Collaborate With Others

- They learn from and with others
- They act on the belief that learning and working with others helps them grow as learners, writers, and people
- They publish writing that results from collaborative learning and problem solving
- They approach publishing as an additional opportunity to learn, rethink, and revise

Writers who strive to cooperate and collaborate with others show this through their....	Beginning	Developing	Deepening	Embodying
Learning	Discusses their writing process, craft, and growth with others when required	Discusses their writing process, craft, and growth with others when invited	Seeks out opportunities to discuss their writing process, craft, and growth and that of others	Helps self and others discuss, understand, develop, and share promising writing practices
Behavior	Offers and accepts support when required Prefers to work and think alone	Willingly offers and accepts support during formal activities Is curious about what others are working on or learning	Offers and asks for support without being asked Is interested in learning from others	Creates opportunities to support shared learning Is eager to expand upon the work of others
Work	Writing is shared with others as required Writing products are a strict reflection of own thought and does not benefit from peer-review	Writing is shared with others to gain help for specific purposes only Writing products are influenced but not significantly enhanced by peer-review	Writer openly shares work and encourages others to do the same Writing processes and products are enhanced by peer-review	Writing is driven by thought that emerges from peer-review, collaborative writing ventures, and joint projects that create new thinking, ideas, and processes

Connecting Dispositions, Process, and Craft inside Curricula and Sequencing Instruction

Use the documents on pages 15 and 16 to guide your table's discussion of the following question. Capture your conclusions in the space provided.

When does it make sense to move learners through the entire process of writing in your course or classroom? In other words, how often should students produce fully developed pieces of writing that have been revised in response to feedback and changes in thinking? Share your reasoning with your colleagues and be prepared to discuss with the group as a whole.

Response:

Now, if you were to begin mapping out a year of instruction, how *might* you connect Dispositions, Process, and Craft within your curricula? This is merely brainstorming. Take some time to discuss and play with the frameworks provided.

[illegible]



Writing is a Recursive Process



PROCESS+CRAFT

INSTRUCTIONAL STRATEGIES

As each phase of the writing process and each element of writer's craft is explored, use the thinking charts on the pages that follow to capture the ideas that you want to remember and your thoughts about implementing them well in YOUR content area.

Phase of the Process: PREWRITING

Elements of Craft to Focus on: **IDEAS AND ORGANIZATION**

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: DRAFTING

Elements of Craft to Focus on: IDEAS, ORGANIZATION, AND VOICE

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: DRAFTING

Elements of Craft to Focus on: IDEAS, ORGANIZATION, VOICE, AND WORD CHOICE

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: Drafting

Elements of Craft to Focus on: Ideas, Organization, Voice, Word Choice, and **SENTENCE FLUENCY**

Idea Worth Trying and Ways to Adapt:**Resources I Would Use and/or Need:**

Phase of the Process: Peer Review

Elements of Craft to Focus on: Ideas, Organization, Voice, Word Choice, Sentence Fluency

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

Phase of the Process: Editing

Elements of Craft to Focus on: Conventions

Idea Worth Trying and Ways to Adapt:

Resources I Would Use and/or Need:

RESOURCES AND TOOLS WE WILL EXPLORE

Giving Them Words: Anchor Charts and Smart Words

Adapted from the Work of Kylene Beers

Words to Describe the Plot	
<p>POSITIVE</p> <p>Realistic</p> <p>Coherent—scenes hang together well</p> <p>Satisfying Ending</p> <p>Complex</p> <p>Rich</p> <p>Unexpected turn of events</p> <p>Intriguing</p>	<p>NEGATIVE</p> <p>Unrealistic</p> <p>Jumbled or Plodding</p> <p>Frustrating Ending</p> <p>Cliché</p> <p>Simple</p> <p>Predictable</p> <p>Lackluster</p>

Words to Describe Characters	
<p>POSITIVE</p> <p>Complex</p> <p>Believable</p> <p>Eccentric</p> <p>Well-rounded</p> <p>Multi-dimensional</p>	<p>NEGATIVE</p> <p>Stereotypical</p> <p>Unbelievable</p> <p>Dull</p> <p>Flat</p> <p>Thinly Developed</p>

Words to Describe the Theme	
<p>POSITIVE</p> <p>Inspiring</p> <p>Subtle</p> <p>Powerful</p> <p>Memorable</p>	<p>NEGATIVE</p> <p>Overworked</p> <p>Heavy-Handed</p> <p>Overbearing</p> <p>Forgettable</p>

Words to Describe the Author's Writing Style	
<p>POSITIVE</p> <p>Descriptive</p> <p>Metaphorical</p> <p>Lively</p> <p>Action-Packed</p> <p>Poetic</p> <p>Wry</p> <p>Witty</p>	<p>NEGATIVE</p> <p>Dull</p> <p>Cliché</p> <p>Slow-moving</p> <p>Clunky</p> <p>Choppy</p> <p>Awkward</p> <p>Arrogant</p>

Stretch the Sentence

Adapted from the work of Theresa Gray tgray@e2ccb.org

1. Give each student in a group a basic sentence or ask them to select one from a draft.
2. Students need to add one word to the sentence and then pass their paper to the left.
3. When students receive a new paper, they must rewrite the sentence and add one word to it.
4. When finished, writers can reflect on the following questions:
 - Which sentence was best? Why?

Samples to Use:

Phil walked the dog.

Sue ate the pie.

Larry ran to the park.

Anne swam in the pond.

Brody licked his ice cream.

Zoe chased the butterfly.

Seeing the 6+1 Traits in Primary Level Pictures and Text

Adapted from the Work of Vicki Spandel

Trait	What You Will See in Pictures	What You Will See in Text
Ideas	<ul style="list-style-type: none"> • Fine detail, including facial expressions, nail polish on fingers, leaves on trees, varied use of color and texture 	<ul style="list-style-type: none"> • A clear message • Numerous statements on the same topic • Details • Surprising or interesting information
Organization	<ul style="list-style-type: none"> • Use of a title or label • Sequencing or other ordering of visuals • Pictures and text that enhance one another • Effective use of white space 	<ul style="list-style-type: none"> • Use of a title • Words that reveal a beginning, middle, and end • More than one sentence about each idea • A pattern, sequence, or progression of ideas • A surprise or other effective ending
Voice	<ul style="list-style-type: none"> • A distinctive style or approach • A display of emotion • Humor • Passion, as expressed through color or style 	<ul style="list-style-type: none"> • Strong expressions of feeling • Text that creates a strong emotion in the reader • Text you remember and think about • Direct communication with the reader, including questions
Word Choice	<ul style="list-style-type: none"> • Striking labels or pictures • Speech, often included in bubbles • Language woven into pictures, often via signs • Precise descriptions, details, or use of words 	<ul style="list-style-type: none"> • Interesting words • Strong verbs • Adjectives that describe • Sensory details that paint a picture • Precise words
Sentence Fluency	<ul style="list-style-type: none"> • Use of sentences • Multiple sentences, patterned or not • Use of varied sentence beginnings • A mix of statements or questions • A mix of long or short sentences <ul style="list-style-type: none"> • Use of connecting words • Experimentation with poetry 	
Conventions	<ul style="list-style-type: none"> • Left to right orientation • Correct directionality for punctuation <ul style="list-style-type: none"> • Readable spelling • Use of capitals • Phonetic spelling of difficult words • Indention or double spacing to indicate a new paragraph 	

Draft of the WNY Young Writers' Studio Rubric: Primary/Elementary Level

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED_____</p> <p>I use words and pictures to write about one very clear topic.</p> <p>I include some facts about my topic.</p>	<p>EXPERIENCED_____</p> <p>I sound like an expert on my topic because I use so many facts.</p>	<p>EXPERIENCED_____</p> <p>All of my words and pictures connect to one main topic.</p> <p>I use my words to create an interesting title and a very clear beginning, middle, and end</p>
<p>DEVELOPING_____</p> <p>I use pictures to write about one topic.</p> <p>I include some facts about my topic.</p>	<p>DEVELOPING_____</p> <p>I know some important things about my topic.</p> <p>I sound like an expert in some places.</p>	<p>DEVELOPING_____</p> <p>The words and pictures that I use usually connect to a main message.</p> <p>I have a title for my piece and tell my readers when my piece is ending. I may use the words The End!</p>
<p>BEGINNING_____</p> <p>I am still learning how to use pictures and words to write about one very clear topic.</p> <p>I am still learning how to use facts in my writing.</p>	<p>BEGINNING_____</p> <p>I use bold lines and bright colors in my pictures.</p> <p>I know some things about my topic.</p> <p>I am still learning from the experts.</p>	<p>BEGINNING_____</p> <p>I fill up all of the space in my piece with pictures and some text.</p> <p>I can point to my pictures and tell my readers how they connect to my main message.</p> <p>I can hear the beginning, middle, and end of the texts I read. I'm still learning how to do this as a writer though!</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
EXPERIENCED _____ The words I use help my reader “see” what I am describing. I try out new words that I don’t know how to spell well just yet.	EXPERIENCED _____ I can write two paragraphs or more. I always use complete sentences. My writing is interesting to listen to because I vary the length of my sentences. I may use fragments for effect (Wow! Crunch!)	EXPERIENCED _____ I print many upper and lower case letters I use many nouns and verbs that I know When I print, my words go left to right and top to bottom I capitalize the first word in a sentence and the pronoun I
DEVELOPING _____ Some of the words I use are beginning to help my reader “see” what I am describing. I use words and numbers that I am most sure of.	DEVELOPING _____ I write letter strings that form readable sentences. (I like skl/I like school I ha dog/I have a dog) I write more than one sentence/letter string. My sentences/strings always reveal complete thoughts.	DEVELOPING _____ I print some upper and lower case letters I use some nouns and verbs When I print, most of my words go left to right and top to bottom I often capitalize the first word in a sentence and the pronoun I
BEGINNING _____ I am starting to create letter shapes, and I can tell you how I would like my reader to “see” what I am describing. I can tell you how my scribbles represent words.	BEGINNING _____ I love poetry and music. I can tell you how the sound of it makes me happy as a reader. I am able to dictate complete sentences to someone who is writing for me.	BEGINNING _____ I can point out how other writers use proper conventions, but I haven’t started doing this just yet. I like to play with letter and number shapes. I can tell you about the conventions in my art work. For instance, I know how to draw a line to represent the ground, and the sun goes in the sky.

Draft of the WNY Young Writers’ Studio Rubric: Elementary/Secondary Level

IDEAS	WRITER’S VOICE	ORGANIZATION
EXPERIENCED _____ My writing is fascinating. It sparks my readers’ curiosities. My message is meaningful and focused. I show rather than tell.	EXPERIENCED _____ My writing has a unique flavor. The reader can hear me or my speaker in this piece. The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers. I use details that add emotion and reveal age or geographic location or historical setting in narrative writing. In expository pieces, I support my claims with facts and evidence.	EXPERIENCED _____ My writing unfolds in a compelling way. I grab the reader’s attention right from the start, build interest throughout, and end in a way that satisfies the reader. I add details and clues in just the right places.
DEVELOPING _____ My writing is descriptive. It provides details about my topic. My message is taking shape, but I’m still not completely clear about what it might be. I tell rather than show.	DEVELOPING _____ My writing focuses more on telling rather than showing, and as a result, the reader doesn’t hear me or my speaker as much in this piece. Some feelings are expressed, but my readers may not have a very strong reaction to my writing. I add some details that reveal emotion, age, or geographic location or historical setting.	DEVELOPING _____ My writing unfolds in a predictable way. My writing has a clear beginning, middle, and end. Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.
BEGINNING _____ My writing is vague. I may not know enough about my topic yet. My message may be confusing to a reader other than myself. I’m still thinking-aloud on paper. Missing details may make it hard for my reader to picture what I’m saying.	BEGINNING _____ I don’t know enough about my speaker or my own thoughts yet, so readers can’t connect to a voice just yet. My readers may think that I don’t have any feelings about this topic. I am still learning about who my characters are (story), what my position might be (argument or persuasive writing), or what is important to share (informative writing)	BEGINNING _____ I’m not sure how to organize my piece best. I’m learning how to create a hook or a lead, how to sequence the body of my writing, and how to form a good conclusion. Details may be missing or out of place.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED_____</p> <p>My writing includes rich, precise words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p>	<p>EXPERIENCED_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING_____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING_____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p>	<p>DEVELOPING_____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING_____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING_____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p>	<p>BEGINNING_____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

Assessing the Dispositions, Process, and Craft of Writers

	Experienced	Developing	Beginning
Dispositions	<p>--My curiosities about what good writing is and what good writers do help me grow as a writer, and I use what I learn to help others.</p> <p>--I participate in peer review, eagerly revise my work, and produce final drafts that demonstrate tremendous growth in my craft and process.</p> <p>--I take risks and try difficult things as a writer. I am willing to ask questions and show what I don't know in order to grow. I'm willing to learn from those who are different from me and those I may disagree with.</p> <p>--I reflect on my own work, set and revise my own goals, and speak about the effect that reflection has on my growth.</p> <p>--I eagerly share my expertise with others, but I know I still have much to learn. I take steps to keep learning.</p> <p>--I create opportunities to learn from and with others. I grow as a result of the collaborative work I do.</p>	<p>--I study what good writing is and what it means to be a writer when I'm expected to, in order to get a good grade.</p> <p>--I revise when I'm expected to. My final drafts are well-edited, but there are few real changes in what I'm saying or how I'm saying it.</p> <p>--I will take on new writing challenges when it is expected of me. I will ask questions and show what I don't know if others go first. I'm willing to listen to what everyone has to say, but I may contribute less.</p> <p>--I set my own writing goals and reflect on my progress when I'm asked to.</p> <p>--I share what I know with those who have similar interests or those I feel closest to.</p> <p>--I seek opportunities to discuss the writing process and my work with others, and I offer support to others without being asked.</p>	<p>--I'm not clear what good writing is or what good writers do just yet. I wait for others to tell me what to do.</p> <p>--I rush to get my work done quickly, and most of my final drafts are the same as my rough drafts.</p> <p>--I'm reluctant to take on new writing challenges, share my work, or learn from those who are different from me or who I might disagree with.</p> <p>--I need questions or prompts in order to reflect on my work. I struggle to set reasonable goals.</p> <p>--I don't like to share what I know or do with others. I don't find or make the time to continue learning. I rely on what I've already learned to complete my work.</p> <p>--I prefer to work alone and will only work with others when asked.</p>

Writing Process	<p>--I invest myself in brainstorming, taking the time to generate a wide range of ideas before pursuing one.</p> <p>--As I am drafting, I intentionally create a purposeful voice for my piece, and I consider how to organize my work best.</p> <p>--I participate in peer-review by providing feedback in strategic ways.</p> <p>--My work reflects deep revision of thought and process.</p> <p>--I seek to publish my work in a variety of venues.</p>	<p>--I brainstorm when it is expected of me and select the most predictable and acceptable idea.</p> <p>--My drafts follow an organizational structure provided to me by others. I'm still trying to decide how my speaker should sound.</p> <p>--I ask others to tell me how to improve my work.</p> <p>--Improvements in my work are mostly around conventions and organization.</p> <p>--I publish my work when I am asked to do so.</p>	<p>--My writing is usually based upon my first thoughts and ideas.</p> <p>--My draft answers the question or prompt provided to me, but it may be disorganized or lack appropriate voice.</p> <p>--My final copy is nearly identical to my rough draft.</p> <p>--My final copy isn't ready for publication yet.</p>
Ideas	<p>--My writing is fascinating. It sparks my readers' curiosities.</p> <p>--My message is meaningful and focused.</p> <p>--I show rather than tell.</p>	<p>--My writing is descriptive. It provides details about my topic.</p> <p>--My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>--I tell rather than show.</p>	<p>--My writing is vague. I don't know enough about my topic yet.</p> <p>--My message is confusing. I'm still thinking-aloud on paper.</p> <p>--Missing details make it hard for my reader to picture what I'm saying.</p>
Writer's Voice	<p>--My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>--The tone of my writing expresses my feelings or those of the speaker I created. I really move my readers.</p> <p>--I use details that add emotion and reveal age or geographic location or historical setting</p>	<p>--My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>--Some feelings are expressed, but my readers won't react to what I've written in any way.</p> <p>--I add some details that reveal emotion, age, or geographic location or historical setting.</p>	<p>--I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>--It seems that I don't have any feelings about this topic.</p> <p>--I don't include details that reveal mood, age, geographic location, or historical setting.</p>

Organization	<p>--My writing unfolds in a compelling way.</p> <p>--I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader.</p> <p>--I add details and clues in just the right places.</p>	<p>--My writing unfolds in a predictable way.</p> <p>--My writing has a clear beginning, middle, and end.</p> <p>--Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>	<p>--My writing is very confusing. Readers struggle to make sense of it.</p>
Word Choice	<p>--My writing includes rich, precise words.</p> <p>--My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>--The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>--My writing includes correct words.</p> <p>--My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>--My words might be over-used or too flowery.</p>	<p>--My writing includes misused words.</p> <p>--My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>--I use the same words over and over again.</p>
Sentence Fluency	<p>--My writing is meant to be read aloud. It sounds wonderful!</p> <p>--I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>--All unnecessary details have been removed.</p>	<p>--My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>--Most of my sentences follow the same pattern.</p> <p>--I have used more words than I needed to.</p>	<p>--My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>--I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>--I use inappropriate words in this piece.</p>
Conventions	<p>--My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>	<p>--My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>	<p>--Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

COMMENTS:

What is High Quality Feedback?

DIMENSION	4 - SUPPORTS LEARNING AND GUIDES REVISION	3 - GUIDES REVISION	2 - INFORMS	1 - GRADES WITHOUT FEEDBACK
PURPOSE	-the purpose is to reinforce and connect the qualities taught to the work produced, to provide specific feedback, and to guide revision	-the purpose is to primarily guide revision via specific suggestions	-the purpose is to inform the author of general areas for improvement	-the purpose is to evaluate, grade
TIMING	-given when the author is able to internalize, discuss and use it to revise	-given when the author has ample time to use it to revise	-given during a prescribed time that is insufficient for the author to be able to use it	-given after the author has completed the work
CONTENT	<ul style="list-style-type: none"> - is descriptive, specific, purposeful, respectful, encouraging - describes specific strengths and weaknesses, beginning with strengths -includes specific references to the author's work -emphasizes the most important aspects of quality - includes suggestions for improvement that are prioritized - allows the author to maintain total control over the work by allowing response to suggestions - is informed by reviewer's knowledge of quality work and the author's abilities, development, previous experience, and attitude 	<ul style="list-style-type: none"> - is both general and specific, purposeful, respectful, encouraging - intersperses specific strengths and weaknesses - includes general references to the author's work - addresses aspects of quality without prioritizing - includes suggestions for improvement - allows the author to maintain control over the work by allowing choices from various suggestions - is informed by the reviewer's knowledge of quality work and the author's abilities 	<ul style="list-style-type: none"> -is general, discouraging -identifies general weaknesses - based on opinion that is not grounded in references to the author's work - addresses only the least important aspects of quality - improvements are made by reviewer - takes authority away from the author -is informed by the reviewer's knowledge of quality work 	<ul style="list-style-type: none"> -is vague - provides no specific information

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Peer Review Providing Warm and Cool Feedback

In July, I had the chance to participate in Peer Review with other teachers at a retreat that I went to with the members of my learning community. This process was shared with us by the woman who leads our group. Her name is Giselle Martin Knip, and I'm happy to give her credit for teaching me this process. I learned a lot from it, and I hope that you will too!

What is peer review?

The peer review process is an opportunity to share our work with others and allow them to provide feedback and ask questions that will help us make improvements.

How does it work?

You will spend 15 minutes in peer review for each group member. During this time, you will follow these steps:

1. The writer will share a piece of work with you that he or she would like to receive feedback on. The writer will tell the group what he or she would like to learn from the process by sharing the purpose of the writing with you.
2. You will read the work or listen to it as it is read. Then, you will take a few minutes to plan your feedback/response.
3. You will provide WARM FEEDBACK first. You may only share one thought at a time, so that everyone has a chance to speak.
 - You may not give praise or any sort of compliment to the writer during peer review. You may do so afterward, though!
 - Determine what is strong about the piece, and use evidence from the writing to state what is strong about it.
 - Think about what the writer wanted to learn, and find the evidence that suggests how the writer achieved his or her goal.
4. After everyone has shared their warm feedback with the writer, begin to share COOL FEEDBACK.
 - You may not criticize the work or the writer by making statements about mistakes, errors, or weaknesses.
 - Instead, ask the writer to consider different points about the writing that may help him or her to improve.
 - Think about what the writer wanted to learn, and ask questions that might help the writer discover the answers himself or herself.

TIPS FOR PROVIDING WARM FEEDBACK:

Avoid using the following statements:
I liked it. This is good writing. Great job!

Use facts from the work to support your statements.

1. The way you describe the main character's behavior helps me understand her better.
2. You create an important message in your writing—that it never pays to tell a lie.
3. You describe the scenery using your five senses, and this helps me see the setting better.

Angela Stockman stockmanangela@gmail.com WNY Young Writers' Studio 2008

Peer Review

- **ASK** the writer which part of writer's craft he or she would like feedback on:
 ____ IDEAS ____ VOICE ____ ORGANIZATION ____ WORD CHOICE ____ SENTENCE FLUENCY ____ CONVENTIONS
 - **READ** the rubric to find out what this really means
 - **LISTEN TO or READ** the writer's work
 - **WRITE** your feedback below

Warm Feedback:

No compliments! Use the rubric to complete the statement below.

Your use of _____ is strongest here:
 (ideas, voice, organization, word choice, sentence fluency, conventions)

Cool Feedback:

In order to improve your use of _____,

I wonder if...

I am curious to know...

I'd like you to describe....

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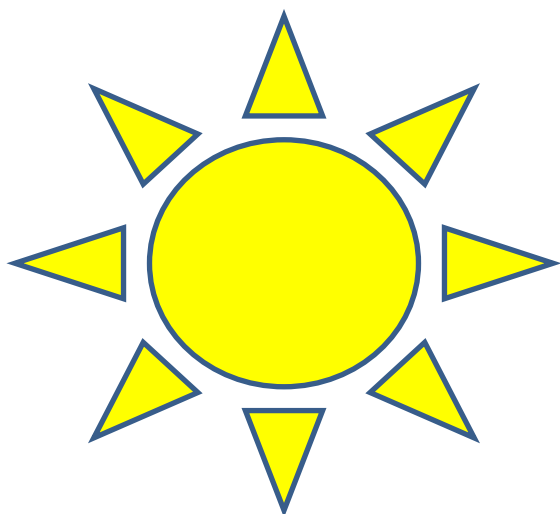
Peer Review: Listening, Reflecting, and Planning to Revise

- ✓ Now, you will share your work with your classmates. They will use the rubric to offer you warm feedback and cool feedback. You will do the same for them.
- ✓ Warm feedback is not a compliment. Use the rubric to point out strengths in the writer's work.
- ✓ Cool feedback is not criticism. Use the rubric to point out areas that the writer might want to think about more or revise. Be ready to explain why.
- ✓ During peer review, capture what you hear. Then, describe what you will do next, based on what you learned.

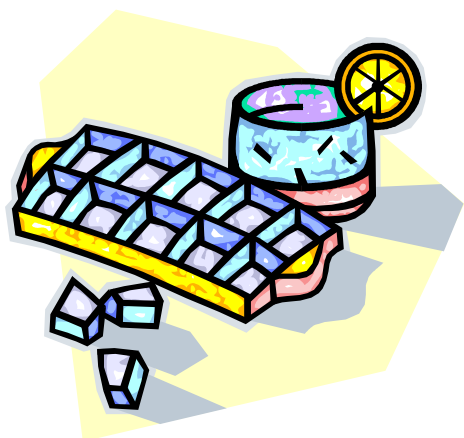
Warm Feedback I Received:**Cool Feedback I Received:****This is How I Plan to Revise My Work, Based on What I Learned from Peer Review:**

Peer Review at the Primary Level

- ✓ With your teacher's help, plan to give another writer feedback on his or her work. When you share it, use your finger to point to the spot in the writer's work that you are talking about.



POINTS FOR WARM FEEDBACK



POINTS FOR COOL FEEDBACK



Assessing My Dispositions

1. I write about things that are meaningful and important, even when others might disagree with me.
2. I do multiple drafts of my writing.
3. I know what I'm good at as a writer, and I use what I know to help other writers without being asked.
4. I work on writing projects with others.
5. I do research before and while I write.
6. I write about my thoughts in order to clarify them.
7. I like to try new and alternative types of writing.
8. I don't rush as a writer. I take my time.
9. I read a lot.
10. I give others feedback on their writing without being asked.
11. Before I begin writing, I often study the work of other writers to learn more about what quality writing looks like.
12. I know what my strengths and weaknesses are as a writer.
13. I'm not afraid to admit what I don't do well as a writer.
14. I always make sure my work is the very best it can be.
15. I learn from my mistakes as a writer and try to improve.
16. I like to talk with others about our writing.
17. I listen and study carefully before claiming that I know something.
18. I consider the feedback that I receive from others and set goals to improve my work.

Assessing My Dispositions Key:

Black=Reflection

Orange=Seeking Understanding

Purple=Collegiality

Green=Building and Sharing Expertise

Red=Perseverance

Blue=Courage

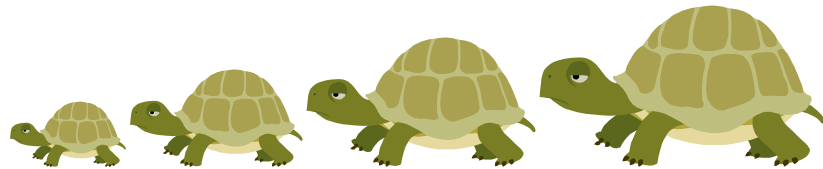
Thinking about My Dispositions



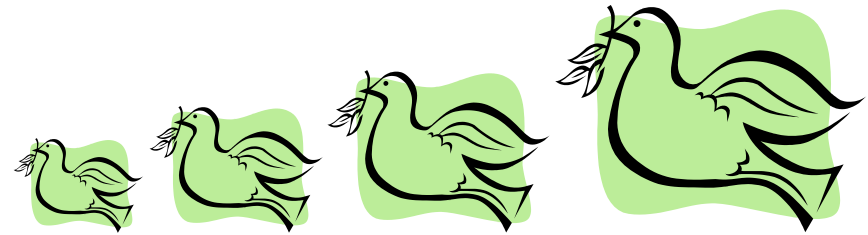
COURAGE



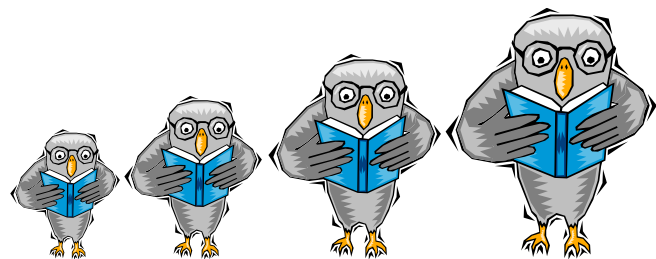
COLLEGIALITY



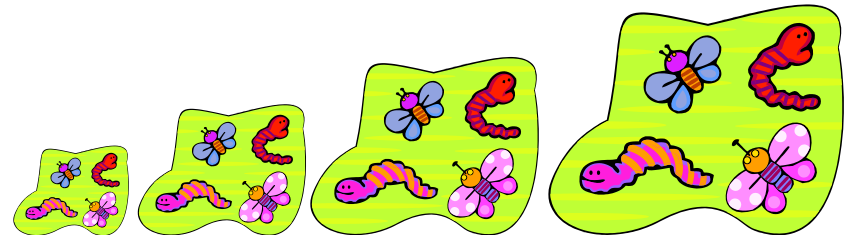
PERSEVERANCE



BUILDING AND SHARING EXPERTISE



SEEKING UNDERSTANDING



REFLECTION

Writer's Portfolio Sample

Writer: _____

Overall Goal (What Does the Writer Hope to Achieve?):

Learning Targets (What Will the Writer Study and/or Do in Order to Achieve This?):

Writer's Dispositions:

Writer's Process:

Writer's Craft:

Date of Pre-Conference: _____

Date of Mid-Program Assessment: _____

Date of Post Assessment: _____

Key:**PR=Pre-readiness**

Writer may not be aware of the outcome or demonstrating the indicators aligned to it

B=Beginning

Writer is aware of the outcome and has begun demonstrating some of the indicators aligned to it

D=Developing

Writer is demonstrating growth around most of the indicators aligned to the outcome

C=Consistently Practicing

Writer is consistently attending to all of the indicators aligned to the outcome

Pre	Mid	Post	Outcome and Indicators
			1. Fellows will define passion-based goals and use what they learn at Studio to achieve them <ul style="list-style-type: none"> • They will set goals and track how they are growing • They will participate in research and study what they need to in order to achieve their goals • They will change how they work in response to what they learn
			2. Fellows will grow their Dispositions of Practice <ul style="list-style-type: none"> • They will assess their growth • They will set goals and develop strategies to improve • They will act in ways that help others do the same
			3. Fellows will use what they learn in Studio to help others outside of Studio <ul style="list-style-type: none"> • They will use what they learn in Studio at school, in their community, or at home • They will use feedback from those outside of Studio to improve their work inside of Studio • They will talk with those outside of Studio about their goals, growth, and needs
			4. Fellows will participate actively in Studio and work hard to carry its mission forward <ul style="list-style-type: none"> • They will participate in other writing and professional learning experiences • They will rely on the expertise of others to improve their writing and teaching • They will state the ways in which communities improve learning • They will actively support the writing, learning, and work of others • They will contribute to the vision, mission, and planning of our community
			5. Fellows will seek to influence others in positive ways via the written word <ul style="list-style-type: none"> • They will define an audience they are eager to influence • They will create pieces that are of value to this audience • They will reflect on how their writing influences others • They will revise their work—including previously published pieces

If You Want to Talk More after Today's Session, You Can Find Me Here:

Email:

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Blogs:

<http://wnyyws.org/blog>

<http://www.angelastockman.com/blog>

Twitter:

angelastockman

Facebook:

WNY Young Writers' Studio

Interested in seeing these strategies at work with writers and connecting with other teachers who are passionate about writing instruction?

Please consider joining the WNY Young Writers' Studio!

Participation is free for teachers, and professional development credit is available to those who have administrative approval.

For more information:

<http://wnyyws.org>

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